DOCUMENT RESUME

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ABSTRACT

This document is a collection of one-page summaries that analyze student demographic data and regional trends with respect to their implications for the strategic planning process at San Jose/Evergreen Community College District (California). Issues addressed include survival skills for the 21st century, working students, Silicon Valley 2010, enrollment by benchmark ethnicity, Hispanic students, Asian students, persistence by ethnicity, and enrollment by age group. Eleven skills necessary for succeeding in a rapidly changing world are identified: analytical thinking, teamwork, public speaking, adaptability, leadership, time management, diversity, global consciousness, ability to adjust to group living, higher degree of education, and basic communication skills. Upon examining the student demographic data, researchers confirmed that Asian students make up the largest ethnic group at Evergreen Valley College and San Jose City College. The data also suggest that the Hispanic/Latino student population will continue to increase at a higher rate than other ethnic groups. Other findings include the fact that 85.4% of Evergreen Valley College (EVC) students are employed, making EVC the third largest highest-ranking community college in the state in terms of percentage of working students. (RC)

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ED 467 455

San Jose/Evergreen Community College District

Our Diverse Students and Their Needs

Student Demographics and Diversity Data

WHO ARE OUR STUDENTS?

WHAT ARE OUR CHALLENGES?

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September 2000

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JC020557

Prepared by the
SJECCD Office of Research and Planning
Jon Kangas, Kathleen Budros, and Joyce Yoshioka

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STRATEGIC PLANNING

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 85 **June 3, 2000**

Analytical Thinking

Team Work

Public Speaking

Adaptability

Leadership

Time Management

Diversity

Global Consciousness

Ability to Adjust to Group Living

Higher Degree of Education

Basic Communications:
Listening
Speaking
Reading
Writing

Survival Skills for the 21st Century

Comment: *What can we teach our students to help them succeed in a rapidly changing world? They will need a newer and higher level of skills to be able to function productively in an environment of increasing population, escalating housing prices, global economics, multicultural diversity, and technological sophistication.*

Excerpted from *A Mandate for Change* by Milton Goldberg http://www.highereducation.org/

Milton Goldberg is executive vice president of the National Alliance of Business and former executive director of the National Commission on Excellence in Education. These are some of his thoughts about improving higher education in the new millennium.

Serious gaps now exist between the skills possessed by graduates and those required by today's high-performance jobs. Business and higher education leaders are working together to:

(1) better equip college and university students with the knowledge and skills they need to succeed in the changing world of work;
(2) strengthen the role of higher education in improving K-16 student achievement;
(3) provide support at colleges and universities for basic and applied research that is critical to the ground-breaking, fundamental advances that fuel long-term economic growth; and
(4) better prepare all students and workers to understand and work productively with people of diverse cultures, languages, religions, and ethnicities.

The pressures and opportunities of global commerce and new technologies are creating new definitions of change cycles in business. But, it's not just change that characterizes business today. It's the rate of change. A key response to this acceleration is an adaptable, skilled and knowledge-rich workforce. (However,) it is not just the need for better educated workers that causes business to care about improving American education at all levels. Business recognizes that a solid well-rounded education is the thread that knits the intellectual and moral quilt of our nation. This has been so throughout our history. The ill educated and ill rewarded will not be intelligent consumers and surely will not create the leadership essential to all parts of our social, civic, and economic life.

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San Jose/Evergreen Community College District
A District Research Report
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 34 **October 15, 1996**

IMPLICATIONS →

SJECCD STUDENTS--WHO ARE THEY ???

Comment:
As we prepare for the future, it helps to know as much as possible about our student population so that we may serve them better.

Sources:
Student Application Forms
Student Information Surveys
Student Assistance Surveys
(Data provided by: Dolly Zen, Data Processing)

Total F95 Enrollment = 9,002 EVC (N*)		Total F95 Enrollment = 9,336 SJCC (N*)
76% (8595)	1. How many students did not declare a major?	89% (8864)
27% (8595)	2. How many students are not U. S. citizens?	29% (8857)
	3. What is the primary language of our students?	
59% (7023)	English	60% (7180)
5% (7023)	Spanish	8% (7180)
26% (7023)	Vietnamese	23% (7180)
	4. How many years have our students spoken English?	
21% (6781)	0 - 3 years	23% (6884)
9% (6781)	4 - 7 years	9% (6884)
7% (6781)	8 - 11 years	5% (6884)
62% (6781)	12 or more	63% (6884)
43% (8595)	5. How many students are "low income" (federal definition)	45% (8864)
9% (5557)	6. How many students did not graduate from high school?	11% (5882)
	7. What is the highest educational level of student's mothers?	
44% (860)	High school graduate	43% (1960)
23% (860)	Below 8th grade	27% (1960)
	8. What is the highest educational level of students' fathers?	
42% (838)	High school graduate	43% (1877)
20% (838)	Below 8th grade	22% (1877)
79% (809)	9. How many students are "1st generation"? (Neither mother nor father has 4-year degree.)	83% (1829)

Being aware of and sensitive to the backgrounds of our students can help us in planning programs and services to meet their special educational needs. These facts can also be instrumental as a source of revenue to the District when they are used in applying for various grants.

**The percentages apply only to students (N) who filled out the forms and surveys and may not reflect the entire student population.*

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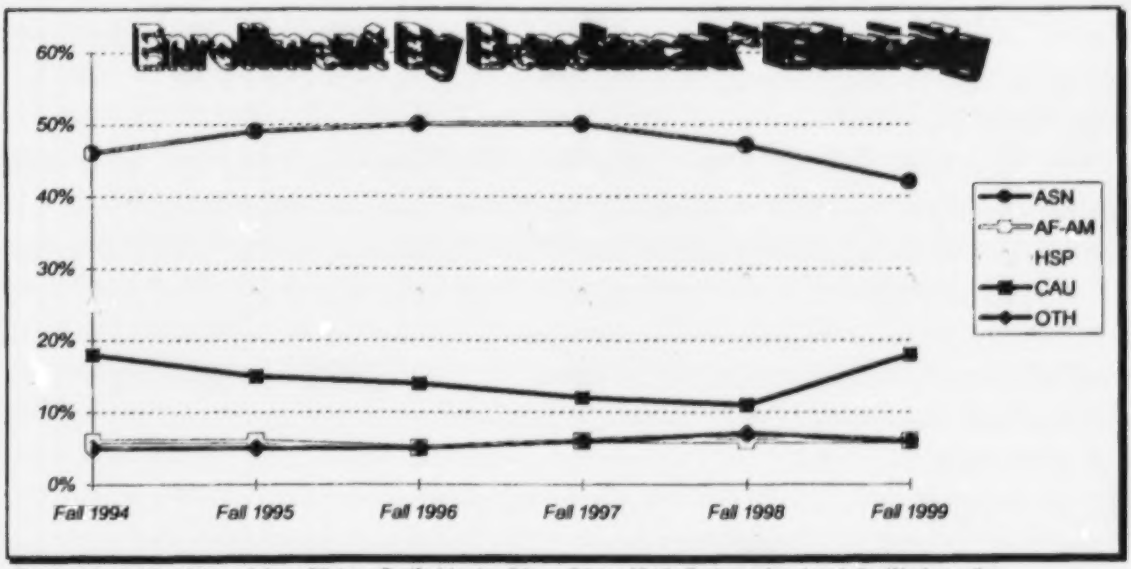
Evergreen Valley College

Enrollment By Benchmark* Ethnicity

Fall 1994 - Fall 1999

% Enrollment at EVC by Benchmark* Ethnicity	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	
ASN (Asian)	46%	49%	50%	50%	47%	42%	↓
AF-AM (African-American)	6%	6%	5%	6%	6%	6%	
HSP (Hispanic)	25%	26%	26%	26%	28%	28%	
CAU (Caucasian)	18%	15%	14%	12%	11%	18%	↑
OTH (Other)	5%	5%	5%	6%	7%	6%	↓



*Benchmark ethnicity: Asian = Asian + Filipino + Pacific Islander; Other = Other + Middle Eastern + American Indian/Alaskan native.
Benchmark ethnicity calculations exclude Unknown and Decline to State categories.

Comment:

Although enrollment of Asian students decreased slightly in Fall 1999 compared to Fall 1998, Asian students still comprise the largest ethnic group at EVC. The Caucasian student population increased in Fall 1999 by 7 percentage points, while the Hispanic population remained unchanged from Fall 1998 to Fall 1999. The percentage of African-American students has remained fairly constant over the last six fall semesters.

The percentage of students whose ethnicity is unknown was not correctly entered into the mainframe data files during the period between F96-S99, reducing to some degree the confidence we can have in the ethnicity information presented. This problem was corrected in Fall 1999.

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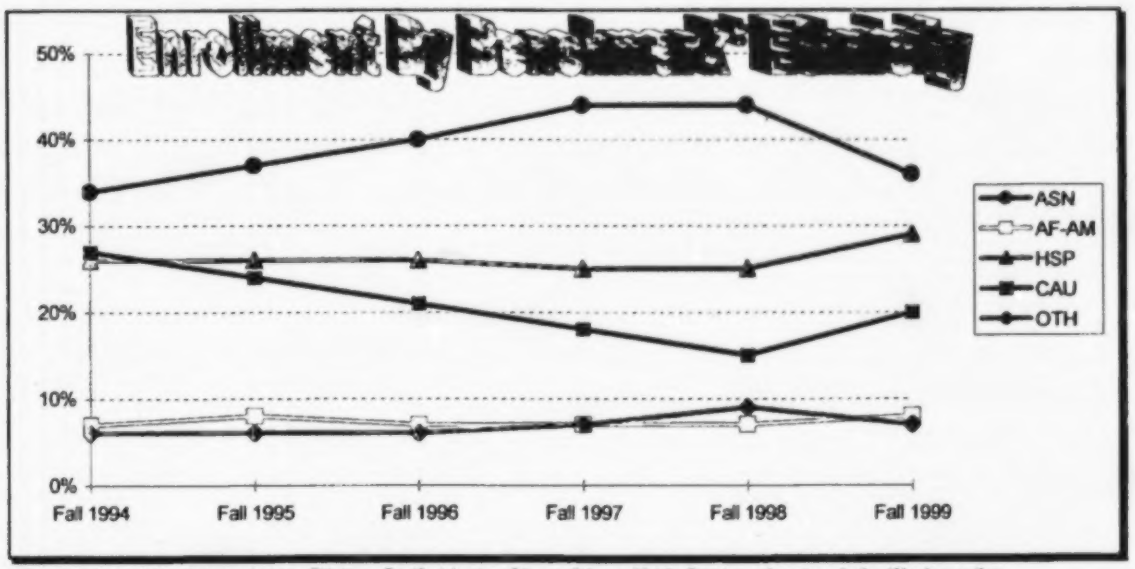
San José City College

Enrollment By Benchmark* Ethnicity

Fall 1994 - Fall 1999

% Enrollment at SJCC by Benchmark* Ethnicity	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	
ASN (Asian)	34%	37%	40%	44%	44%	36%	↓
AF-AM (African-American)	7%	8%	7%	7%	7%	8%	↑
HSP (Hispanic)	26%	26%	26%	25%	25%	29%	↑
CAU (Caucasian)	27%	24%	21%	18%	15%	20%	↑
OTH (Other)	6%	6%	6%	7%	9%	7%	↓



*Benchmark ethnicity: Asian = Asian + Filipino + Pacific Islander; Other = Other + Middle Eastern + American Indian/Alaskan native. Benchmark ethnicity calculations exclude Unknown and Decline to State categories.

Comment:

Asian students continue to make up the largest student population group at SJCC, even though there was a decrease of 8 percentage points in the Asian student population from Fall 1998 to Fall 1999. Fall 1999 also saw an increase in the Hispanic student population of 4 percentage points and an increase of 5 percentage points in the Caucasian student population. The African-American student population has remained fairly constant from Fall 1994 to Fall 1999.

The percentage of students whose ethnicity is unknown was not correctly entered into mainframe data files during the period between F96-S99, reducing to some degree the confidence we can have in the ethnicity information presented. This problem was corrected in Fall 1999.

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San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 72 **March 3, 2000**

Focus on Ethnicity:
Hispanic Students in the SJECCD

Sources: TERM, July-August 1999 and San Francisco Examiner 10-17-99, SJECCD Office of Research and Planning

Comment: Based on the following data, we can expect our Hispanic/Latino student population to continue increasing at a higher rate than other ethnic groups, and we know that many will be disadvantaged. We need to consciously plan how to recruit, motivate, and retain Latino students. Lessons from the Adelante and Enlace programs could be very useful in our thinking.

"...racial and ethnic disparities in academic achievement are emerging as a national concern..."
SF Examiner

External Scan:

U. S. population growth since 1990	9%
Latino population growth in U.S since 1990	38%
Year in which Latinos are projected to become the largest U.S. minority group	2005
Year in which Latinos are projected to become almost 25% of total U.S. population	2050
Proportion of Latinos and Caucasians with Internet access at home and/or work	22% and 43%, respectively
Proportion of Latino children living in poverty	40%
By 2015, proportion of disadvantaged children under 18 that will be Latino (largely made up of immigrants)	Nearly 60%
California Latino population	10.1 million

- ***Much of the increase in Latino population is attributed to a swelling immigrant population.***
- ***Most of these immigrants have had limited access to education in their native countries.***
- ***Parent education is closely linked to student achievement.***
- ***Many children of immigrants are disadvantaged and will need help obtaining access to the community college system and special encouragement to stay motivated to succeed.***

Internal Scan:

SJECCD Hispanic Enrollment F97, F98, F99	26%, 27%, 28%, respectively
EVC Overall Success Rates for Hispanic Students (compared to all other students)	60% (69%) Fall 1997 60% (68%) Fall 1998 60% (70%) Fall 1999
SJCC Overall Success Rates for Hispanic Students (compared to all other students)	59% (67%) Fall 1997 61% (68%) Fall 1998 58% (68%) Fall 1999
Enlace Success Rate (compared to other Hispanics in the same courses)	75% (44%) Fall 1999
Adelante Success Rate (compared to other Hispanics in the same courses)	57% (47%) Fall 1998

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STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
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Kathleen Budros

No. 86 **June 9, 2000**

Focus on Ethnicity:

Asian Students in the SJECCD

Sources: U.S. Immigration and Naturalization Service, U.S. Census Bureau, SJECCD Office of Research and Planning

Comment: Asian students have far out-numbered students from other ethnic groups for many years on both of our campuses. They are not a homogenous group: countries of origin include Cambodia, China, India, Japan, Korea, Laos, Pacific Islands, Philippines, Viet Nam, and U.S. As the demographics of the state change in the next 25 years, the proportion of Asians in California is expected to increase from 13% to about 18%. Because Santa Clara County is likely to continue to attract Asian immigrants from many countries, we can expect that the number of Asian students at our colleges will continue to grow.

Internal Scan

FALL 1999	EVERGREEN VALLEY COLLEGE			SAN JOSE CITY COLLEGE		
	ASIANS	ALL OTHERS	TOTAL	ASIANS	ALL OTHERS	TOTAL
ENROLLMENT	4133	7648	11781	3085	6718	9803
SUCCESS RATE	67%	68%	67%	71%	63%	65%
(98/99) CERTIFICATES	40	29	69	190	94	284
(98/99) AA/AS DEGREES	196	190	386	143	203	346
(98/99) TRANSFERS TO CSU	188	148	336	98	167	265
(98/99) TRANSFERS TO UC	14	9	23	7	13	20

External Scan

Current World Population: 6 billion *Current U. S. Population: 270 million*	2000	2025 (PROJECTED)	PROJECTED INCREASE
California population	Over 33 million	Over 49 million	48%
Asian population in California	4,289,000	9,078,000	112%
Total projected California population gain via immigration 1995-2025 = 8.7 million			

U.S. Population Distribution

- In the U.S. between 1990 and 1998, Asians had a higher rate of population growth than any other group (37%).
- In 1997, California had more Asians (3.8 million) than any other state.
- Among counties, Santa Clara County had the fourth largest number of Asians in the U.S.

Education

- 42% of Asians aged 25 or over had a BA or higher in 1997.
- In comparison, the rates for other ethnic groups were: White, 25% African-American, 13% Hispanic, 10%.

Immigration

- In 1997, 24% (6.1 million) of U.S. foreign-born residents were Asians.
- In addition, six in 10 Asians in the U.S. were foreign-born.

Between Fall 1995 and Fall 1999, while the number of Asian students in the District rose slightly (from 6804 to 7218), the proportion of Asians decreased district-wide from 43% to 39%. (During that time period, the proportion of Hispanic students increased by two percentage points to 28%.)

"Asian" includes Filipino and Pacific Islander students

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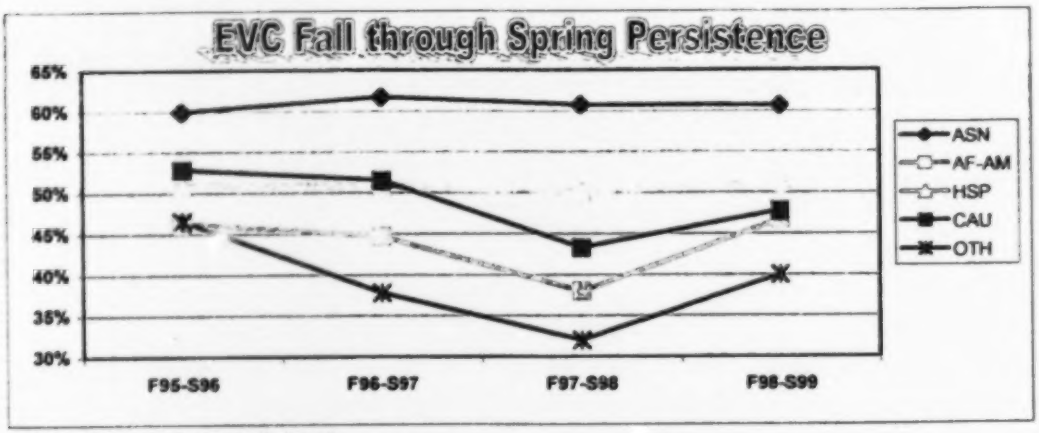
Evergreen Valley College

Fall through Spring Persistence by Ethnicity

Fall 1995-Spring 1999

Benchmark Ethnicity	F95-S96			F96-S97			F97-S98			F98-S99		
	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst
ASN*	3834	2297	60%	3212	1980	62%	3030	1839	61%	3207	1943	61%
AF-AM	483	223	46%	459	205	45%	446	169	38%	448	209	47%
HSP	2108	1073	51%	1806	917	51%	1772	886	50%	2072	1062	51%
CAU	1283	678	53%	998	514	52%	960	415	43%	1062	507	48%
OTH**	432	201	47%	577	218	38%	651	208	32%	555	222	40%

Source: SJECCD, Research and Planning, Title III Longitudinal Tracking System



*ASN = Asian + Filipino + Pacific Islander

**OTH = Other + Middle Eastern + American Indian/Alaskan native

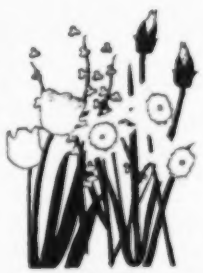
Benchmark ethnicity calculations exclude Unknown and Decline to State categories

Fall through Spring Persistence = the percentage of students who began in a given fall semester and successfully completed at least 1/2 unit of any course during the subsequent spring semester

Comment:

Fall

Asian students have had the highest F-S persistence rate, remaining near 61% over four years. Hispanic student's persistence has remained fairly stable at 50%-51%. African-American students rebounded to 47% in F98-S99 after a low of 38% in F97-S98. Caucasian and "Other" students also increased their persistence rates in F98-S99. Persisting to a next semester is an important step in obtaining the skills needed to "move ahead" in the areas of job, career, and education. Much more emphasis needs to be placed on strategies to increase persistence especially when most groups persist below a rate of 50%.



Spring

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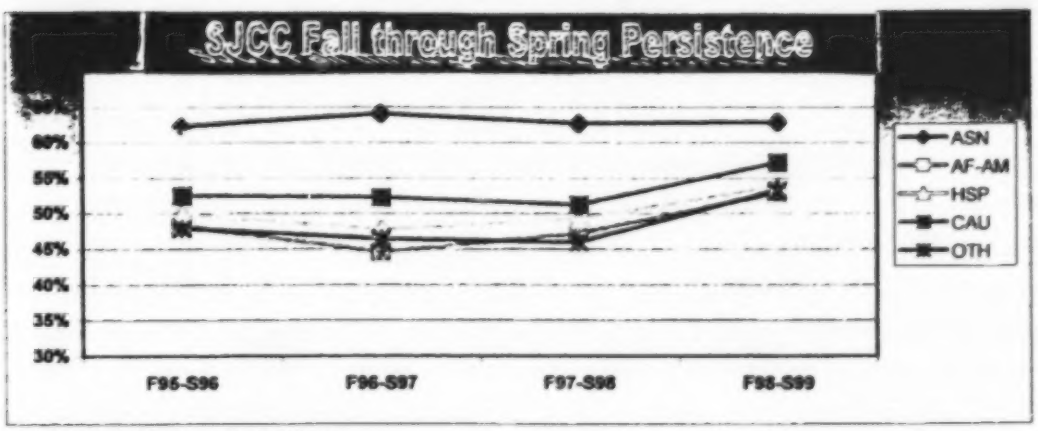
San José City College

Fall through Spring Persistence by Ethnicity

Fall 1995-Spring 1999

Benchmark Ethnicity	F95-S96			F96-S97			F97-S98			F98-S99		
	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst	Tot #	# Prst	% Prst
ASN*	2952	1836	62%	2826	1808	64%	2661	1667	63%	2716	1706	63%
AF-AM	619	298	48%	503	224	45%	475	224	47%	525	277	53%
HSP	2109	1052	50%	1924	918	48%	1626	800	49%	1754	940	54%
CAU	1899	996	52%	1520	794	52%	1162	595	51%	1177	672	57%
OTH**	470	225	48%	455	211	46%	464	213	46%	526	280	53%

Source: SJECCD, Research and Planning, Title III Longitudinal Tracking System



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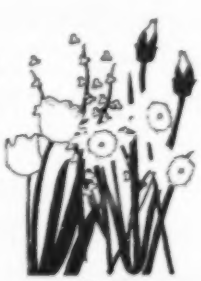
Benchmark ethnicity calculations exclude Unknown and Decline to State categories

Fall through Spring Persistence = the percentage of students who began in a given fall semester and successfully completed at least 1/2 unit of any course during the subsequent spring semester

Comment:

Fall

Asian students have had the highest F-S persistence rate, staying constant at 63% for the past 2 years. African-American, Hispanic, and Caucasian students all improved their persistence rates from F95-S96 to F98-S99. The persistence rate for "Others" went up to 53% after being under 50% the previous 3 years. Persisting to a next semester is an important step in obtaining the skills needed to "move ahead" in the areas of job, career, and education.



Spring

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Evergreen Valley College

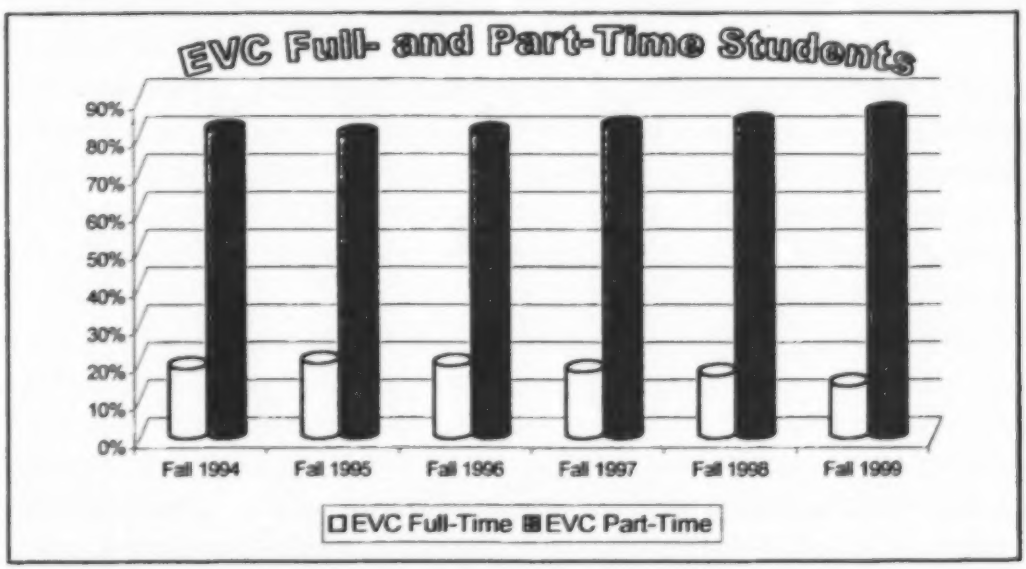
Number and Percent of Full- and Part-Time Students

Fall 1994 - Fall 1999

# Total Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC			9,799	9,002	9,404	9,410	10,218	11,781

# Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
EVC Full-Time			1,813	1,788	1,809	1,660	1,706	1,634
EVC Part-Time			7,986	7,214	7,595	7,750	8,512	10,147
% Full/Part-Time Enrollment			**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
EVC Full-Time			19%	20%	19%	18%	17%	14%
EVC Part-Time			81%	80%	81%	82%	83%	86%

Source: San Jose/Evergreen Community College District Enrollment Report (Data Processing Report #SC17)



Comment: *The percent of part-time students has continued a slow but steady increase from 81% in 1994 to 86% in 1999.*

Our recruitment, course offerings, support services, and retention strategies all of necessity need to be seen in terms of the part-time far more than the traditional full-time student.

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San José City College

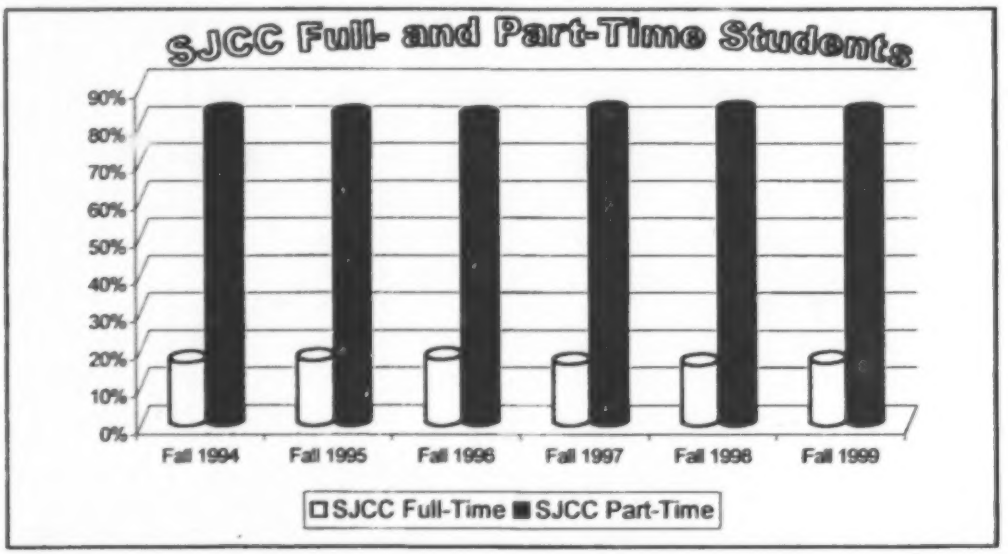
Number and Percent of Full- and Part-Time Students

Fall 1994 - Fall 1999

# Total Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC			10,044	9,336	9,918	9,609	10,094	9,803

# Full/Part-Time Enrollment			Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
SJCC Full-Time			1,693	1,621	1,750	1,570	1,626	1,641
SJCC Part-Time			8,351	7,715	8,168	8,039	8,468	8,162
% Full/Part-Time Enrollment			**Fall 1994**	**Fall 1995**	**Fall 1996**	**Fall 1997**	**Fall 1998**	**Fall 1999**
SJCC Full-Time			17%	17%	18%	16%	16%	17%
SJCC Part-Time			83%	83%	82%	84%	84%	83%

Source: San Jose/Evergreen Community College District Enrollment Report (Data Processing Report #5C17)



Comment: *The percent of part-time students has remained fairly close to 83% from Fall 1993 to Fall 1999.*

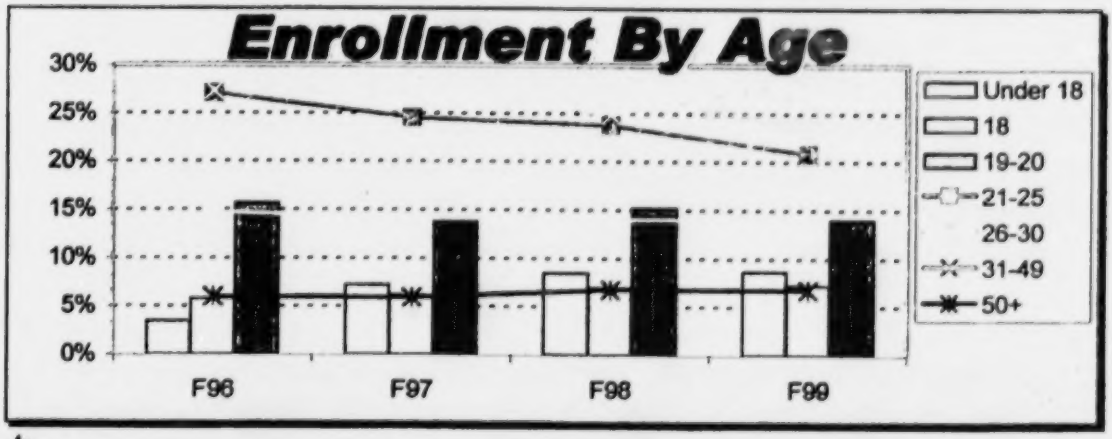
Our recruitment, course offerings, support services, and retention strategies all of necessity need to be seen in terms of the part-time far more than the traditional full-time student.

Evergreen Valley College

Enrollment By Age Group

Fall 1996 - Fall 1999

AGE GROUP	F96	% F96	F97	% F97	F98	% F98	F99	% F99
Under 18	325	3%	683	7%	869	9%	1022	9%
18	545	6%	578	6%	707	7%	850	7%
19-20	1475	16%	1327	14%	1549	15%	1649	14%
21-25	2541	27%	2306	25%	2427	24%	2450	21%
26-30	1390	15%	1331	14%	1435	14%	1648	14%
31-49	2568	27%	2626	28%	2541	25%	3364	
50+	560	6%	559	6%	690	7%	798	7%
Total	9404	100%	9410	100%	10218	100%	11781	100%
Under 21	*2345*	*25%*	*2588*	*28%*	*3125*	*31%*	*3521*	*30%*



Comment

Of particular concern has been the effectiveness of our high school recruiting efforts. Data for students under 21 is most likely to reflect students most recently from high school.

- The percent of students under the age of 21 has increased from F96 to F99 (an increase from 3% to 9% of the student body).
- The number of students under 18 has tripled
- The percent of 18 year olds has remained fairly constant from F96 to F99.

!! More effort to recruit recent high school grads should be considered to help increase our graduation and transfer numbers.

Other data of note:

- At EVC, the 31-49 age group make up the highest percentage of students over the years shown.
- The 21-25 year age group is the next largest group.
- Students in the 26-30 year age group have remained constant at 14%-15% from Fall 1996 to Fall 1999.
- The number of students over 50, though small, has increased from 560 (F96) to 798 (F99).

!! As we shift to more distance learning, we are apt to attract more older students.

Enrollment by Age/EVC RR#3065
SJECCD Research and Planning 9/12/00 jy

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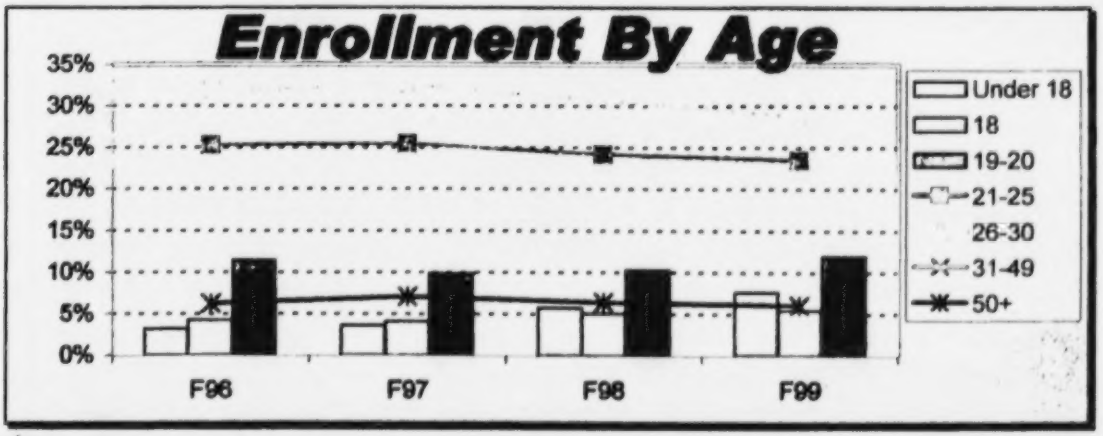
San José City College

Enrollment By Age Group

Fall 1996 - Fall 1999

AGE GROUP	F96	% F96	F97	% F97	F98	% F98	F99	% F99
Under 18	319	3%	348	4%	584	6%	746	
18	418	4%	394	4%	513	5%	540	
19-20	1133	11%	943	10%	1038	10%	1169	
21-25	2511	25%	2441	25%	2444	24%	2304	24%
26-30	1765	18%	1676	17%	1771	18%	1635	17%
31-49	3154	32%	3126	33%	3102	31%	2820	29%
50+	618	6%	681	7%	642	6%	589	6%
Total	9918	100%	9609	100%	10094	100%	9803	100%
Under 21	*1870*	*19%*	*1685*	*18%*	*2135*	*21%*	*2455*	



Comment

Of particular concern has been the effectiveness of our high school recruiting efforts. Data for students under 21 is most likely to reflect students most recently from high school.

- The percent of students under the age of 21 has increased from F96 to F99.
- The number of students under 18 has more than doubled (an increase from 3% to 8% of the student body).
- The percent of 18 year olds has also increased slightly in F99.

!! More effort to recruit recent high school grads should be considered to help increase our graduation and transfer numbers.

Other data of note:

- At SJCC, the 31-49 age group make up the highest percentage of students over the years shown.
- The 21-25 year age group is the next largest group.
- Students in the 26-30 year age group have remained constant at 17%-18% from Fall 1996 to Fall 1999.
- The number of students over 50 remained constant at 6%-7%.

!! As we shift to more distance learning, we are apt to attract more older students.

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STRATEGIC PLANNING
TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 60 June 25, 1999

Working Students

Implications for College Success and Persistence

Source: San Jose Mercury News April 19, 1999

85.4% of the students at Evergreen Valley College are employed, making EVC the third-highest ranking community college in the state in terms of percentage of working students.

83.6% of students at San José City College have jobs. These figures are probably a little on the low side because they include only students who are covered by unemployment insurance (they exclude self-employed students, those in real-estate, cosmetology, child care, etc., and they were enrolled from 1995-96, the last year available.)

Why do students work and how does working affect their college experience? In Silicon Valley, both the high cost of living and the perceived need to get an early start in a career pressure students into leading double lives—triple lives for those with families in need of care. A nation-wide study by Jeanette Cureton in 1993 found that 60 percent of college students in the U.S work. A 1998 survey at San Jose State University showed that 77 percent of the student body hold down jobs, most of them working at least 20 hours a week. Unlike the traditional full-time student, the working student is apt to require a longer period of time to complete an educational goal and is less likely to be able to participate in campus activities and socialization. Grades also suffer.

What support can we offer our working students? Counselors have customarily recommended to students with jobs that they limit the number of units they take each semester. We must also adapt our curriculum, our method of offering courses, and our times and places for presenting instruction to accommodate the multi-tasking, "non-traditional" part-time working student.

WORKING STUDENTS

College	1991-92	1995-96
Cabrillo	73.7%	76.1%
Canada	73.3%	74.9%
Chabot	80.9%	83.0%
DeAnza	76.1%	78.4%
Evergreen	81.1%	85.4%
Foothill	68.7%	71.5%
Gavilan	78.6%	76.0%
Las Positas	83.2%	83.2%
Mission	70.8%	85.9%
Montery Peninsula	60.4%	71.7%
Ohlone	81.3%	82.2%
San Jose	80.3%	83.6%
San Mateo	76.0%	79.7%
Skyline	78.6%	82.2%
West Valley	51.4%	74.0%
Statewide	70.9%	74.0%

In Spring 1999, EVC enrollment was 14% full-time and 86% part-time; SJCC enrollment was 15% full-time and 85% part-time.

STRATEGIC PLANNING

TRENDS

San Jose/Evergreen Community College District

A District Research Project
Jon Alan Kangas, Ph.D.
Kathleen Budros

No. 56 May 24, 1999

2010

Silicon Valley 2010: A Regional Framework for Growing Together

As competition for students increases, as new approaches to education are advanced, and as innovative educational delivery systems are developed, it is important for us as a District to be aware of external forces influencing our students and colleges. *Silicon Valley 2010*, the October 1998 report issued by Joint Venture: Silicon Valley Network, sets forth 17 goals for the economy, environment, society, and regional stewardship of Silicon Valley. More than 2,000 community members participated in developing this vision for our region's future. Some of their goals are directly related to our own goals and missions. The full report is available at www.jointventure.org or from Joint Venture at 408-271-7213. It includes 27 indicators to measure year-to-year progress on the 17 goals (presented below). The following line is from the Jerry Porras - James Collins book Built to Last: Successful Habits of Visionary Companies; it is quoted in the Joint Venture report, and it captures the perspective of the organization.

"Vision isn't forecasting the future; it is creating the future by taking action in the present."

Silicon Valley: Goals for the Next Decade

GOAL 1: INNOVATION AND ENTREPRENEURSHIP
Silicon Valley continues to lead the world in technology and innovation.

GOAL 2: QUALITY GROWTH
Our economy grows from increasing skills and knowledge, rising productivity, and more efficient use of resources.

GOAL 3: BROADENED PROSPERITY
Our economic growth results in an improved quality of life for lower-income people.

GOAL 4: ECONOMIC OPPORTUNITY
All people, especially the disadvantaged, have access to training and jobs with advancement potential.

GOAL 5: PROTECT NATURE
We meet standards for improving our air and water quality, protecting and restoring the natural environment, and conserving natural resources.

GOAL 6: PRESERVE OPEN SPACE
We increase the amount of permanently protected open space, publicly accessible parks, and green space.

GOAL 7: EFFICIENT LAND RE-USE

Most residential and commercial growth happens through recycling land and buildings in existing developed areas. We grow inward, not outward, maintaining a distinct edge between developed land and open space.

GOAL 8: LIVABLE COMMUNITIES

We create vibrant community centers where housing employment, schools, places of worship, parks and services are located together, all linked by transit and other alternatives to driving alone.

GOAL 9: HOUSING CHOICES

We place a high priority on developing well designed housing options that are affordable to people all ages and income levels. We strive for balance between growth in jobs and housing.

GOAL 10: EDUCATION AS A BRIDGE TO OPPORTUNITY

All students gain the knowledge and life skills required to succeed in the global economy and society.

GOAL 11: TRANSPORTATION CHOICES

We overcome transportation barriers to employment and increase mobility by investing in an integrated, accessible regional transportation system.

GOAL 12: HEALTHY PEOPLE

All people have access to high quality, affordable health care that focuses on disease- and illness-prevention.

GOAL 13: SAFE PLACES

All people are safe in their homes, workplaces, schools and neighborhoods.

GOAL 14: ARTS AND CULTURE THAT BIND COMMUNITY

Arts and cultural activities reach, link and celebrate the diverse communities of our region.

GOAL 15: CIVIC ENGAGEMENT

All residents, business people, and elected officials think regionally, share responsibility, and take action on behalf of our region's future.

GOAL 16: TRANSCENDING BOUNDARIES

Local communities and regional authorities coordinate transportation and land use planning for the benefit of everybody. City, county and regional plans, when viewed together, add up to a sustainable region.

GOAL 17: MATCHING RESOURCES RESPONSIBILITY

Valley cities, counties another public agencies have reliable, sufficient revenue to provide basic local and regional public services.

Source: http://www.jointventure.org/

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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